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**Mini Lesson**

Cause and Effect

Objective: SW be able to determine the meaning of cause and effect, their differences and how to classify them in a variety of texts.

Materials: A copy of the story, Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst, I.S.N.’s and pencils

“I do”: TW read Alexander and the Terrible, Horrible, No Good, Very Bad Day, aloud do the students. TW then explain that:

**A *cause* is something that makes something else happen. Out of two events, it is the event that happens first. To determine the cause, ask the question "Why Did it Happen?"**

**An *effect* is what happens as a result of the cause. Of two related events, it’s the one that happens second or last.  To determine the effect, ask the question "What Happened?"**

Using the story, the TW then use a cause and effect thinking map to determine the causes and effects from the story. TW begin by writing in the effect box, “Alexander had a Terrible, Horrible, No Good, Very Bad Day”. TW ask student to determine the cause of this Terrible…… Bad day and write their responses in the cause boxes.

“We do”: During mini lesson, SW take notes on cause and effect and fill out the map along with the teacher. In groups or with partners, SW read from a variety of texts such as; articles, newspapers, short stories, basal readers, etc… Together they will use a cause and effect thinking map to determine the causes and effects from their text/s.

“You do”: TW write down a variety of effects on slip of paper such as; “getting wet”, “breaking an arm”, “spilling a glass of milk”, or “feeling surprised”. Have students draw those effects from a hat and have them brainstorm the causes.

Extension: SW write about a time when they had a terrible…. bad day and the causes of that day.

Conferencing: TW work with small groups to practice cause and effect.